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ABSTRACT

This book for college faculty provides a resource for developing, using, and grading classroom exams. The first chapter addresses ways to determine what content should be included on an exam. The second chapter identifies testing considerations such as number of exams, difficulty level of items, and test length. Chapters 3 and 4 provide guidelines for writing different types of test questions, including multiple choice, true-false, matching, essays, short answer, and problem sets. Examples of "good" and "bad" items for each item type are given. Chapters 5 and 6 cover how to assemble a professional-looking exam. Suggestions about test directions, test administration, and dealing with cheating are also offered. Issues related to scoring objective and constructed response items are addressed. Also discussed are ways to determine if there are content areas that were not adequately taught or assessed. Recommendations on handling student questions about the exam and on reviewing the exam with the class are presented. Chapter 7 discusses the development of a grading strategy and the strengths and weaknesses of common grading methods. In Chapter 8 the testing and grading activities presented in the book are described in terms of a developmental process. (PRW)

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